

Course Description

MEDD8921 Conducting Cross-Cultural Educational Research

Course description			
<p>This course is designed to introduce students to methods for engaging in research related to culture in education. It examines the nature and major historical and contemporary theories of culture, how educational research related to culture is conducted, and various kinds of studies of culture in educational research. There are several challenges involved with studying culture at the methodological level. This course will address some common issues including problems related to precision, representativeness, sampling and recruiting, research bias and reflexivity, and definitional problems. Culture is often studied in terms of representation in various kinds of text. The course will consider common methods for studying culture in curriculum, policy, popular culture, and mainstream media. How to manage one's assumptions and biases related to culture is also addressed in the course, as well as how to organize, argue, and write up a significant project that deals with questions of culture.</p>			
<p>Coursework / Examination ratio: <u> 100 </u> % Coursework, <u> 0 </u> % Examination</p>			
Course objectives			
<ol style="list-style-type: none"> 1. Understand different ways to think about culture and cultural identity in education and society. 2. Examine the role of normative thinking and making assumptions in educational research and how educational researchers studying culture engage in normative thinking and making assumptions. 3. Consider challenges involved with studying culture in education. 4. Learn what constitutes an effective educational research project exploring culture. 			
Course learning outcomes			Aligned programme learning outcomes (PLOs)
1. Demonstrate a critical understanding of the nature of culture in education and society.			PLOs 1, 2, 4
2. Recognize how normative thinking and assumptions underlies educational research exploring culture.			PLOs 1-5
3. Examine challenges involved with studying culture in education research.			PLOs 1-5
4. Elaborate what constitutes an effective educational research project exploring culture.			PLOs 1, 2, 4, 5
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Essay (1)	Reflect on your cultural identity and how it impacts who you are (1000-1500 words)	30	CLOs 1, 2
Essay (2)	Reflect on how you understand and study culture in your project (1000-1500 words)	30	CLOs 1, 2, 3
Presentation	Describe your project, including its treatment of culture (20 minutes max)	40	CLOs 1, 2, 3, 4
Course content and topics			
<ol style="list-style-type: none"> 1. Introduction to the study of culture. What is culture; introduction to kinds of studies of culture and educational research addressing questions of culture. 2. Ways to study culture. Common ways to study culture in educational research. Students will be invited to share about how culture is understood and studied in their major area. 3. Cultural representation: Methodological issues. There are several challenges involved with studying culture at the methodological level. This session will address some common issues, including precision, representativeness, sampling and recruiting, research bias and reflexivity, and definitional problems. 			

4. **Cultural representation: Text analysis.** Culture is often studied in terms of representation in various kinds of text. This session will consider a few different methods for studying cultural representation in such areas as curriculum, policy, popular culture, and mainstream media.
5. **What are your assumptions as a researcher?** All educational research involves making assumptions about what is ‘good’, ‘effective’, ‘quality’, ‘impactful’ ‘learning’. Students will query their assumptions and examine the nature of assumptions and how they operate in educational research in their major area. How to manage one’s assumptions related to culture is also addressed.
6. **Organizing a project.** Considers the major parts of any sound project and how to approach them.
7. **Arguing and writing a project.** This session considers communicative and writing virtues, strategies to make persuasive arguments, and common pitfalls. This session considers what are important educational questions and ways to address significance in writing.

Required / recommended readings and online materials

Banks, J. (2020). Diversity, transformative knowledge, and civic education. Routledge.

Besley, T., & Peters, M. (Eds.). (2012). Interculturalism, education and dialogue. Peter Lang.

Gorski, P.C. (2008). Good intentions are not enough: a decolonizing intercultural education. *Intercultural Education*, 19:6, 515-525.

Gundara J. (2000). Interculturalism, education and inclusion. Paul Chapman.

Gutmann, A. (Ed.). (1994). *Multiculturalism: examining the politics of recognition*. Princeton.

Hankivsky, O. (2014). Intersectionality 101. Institute for Intersectionality Research, San Francisco University, <https://bit.ly/3z7cfAP>.

M. Talib, J. Loima, H. Paavola & S. Patrikainen (Eds.). *Dialogues on diversity and global education*. Peter Lang.

Jackson, L. (2013). Multicultural or intercultural education in Hong Kong?. *International Journal of Comparative Education and Development*, 15:2, 99-111, <https://bit.ly/3ce70p7>

Jackson, L. (2014). *Muslims and Islam in education: reconsidering multiculturalism*. Routledge.

UNESCO (2010). *Education for intercultural understanding*. UNESCO, <https://bit.ly/3wRpEL3>

UNESCO. (2006). *Guidelines on intercultural education*. UNESCO, <https://bit.ly/3wXtjr1>

Related Web Resources

- Critical Multicultural Pavilion: <http://www.edchange.org/multicultural/index.html>
- International Association for Intercultural Education: <http://www.iaie.org/>

Related Journals

Intercultural Education

International Journal of Intercultural Relations

Multicultural Education Review

Other additional course information

Advanced Research Method course